

Miami-Dade County Public Schools

Miami Community Charter High School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	21

Miami Community Charter High School

18720 SW 352ND ST, Florida City, FL 33034

www.mccedu.org

Demographics

Principal: Stephany Papili

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (47%) 2016-17: D (39%) 2015-16: C (42%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	21

Miami Community Charter High School

18720 SW 352ND ST, Florida City, FL 33034

www.mccedu.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	D	C

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At MCCS (Miami Community Charter School), our faculty is committed to empowering our students through mentorship to be held accountable by teaching them to embrace responsibility, demonstrate mutual respect, and engage in open communication. Our continuous collaboration of all stakeholders will provide a safe and nurturing environment which promotes students' social-emotional and academic growth. Students will feel secure in embracing new challenges by identifying their individual strengths, motivating them through goals, and celebrating their victories. Through our endeavors and dedication to community service, our students will achieve their full potential and become productive members of society.

Provide the school's vision statement.

As life long learners, MCCS students will take ownership to transform obstacles into opportunities for a better community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Papili, Stephany	Principal	
Marquez, Abinel	School Counselor	
Rieumont, Mildrelis	Assistant Principal	
Marquez, Abinel	Teacher, K-12	
Rodriguez, Lianet	Teacher, K-12	
Saavedra, Ruben	Teacher, K-12	
Lindsay, Novelette	Dean	
Qureshi, Wajida	Teacher, K-12	
Johnson, Brenda	Assistant Principal	
Mejia, Raquel	Teacher, ESE	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	83	57	48	41	229
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	6	6	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	8	3	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	21	21	18	10	70

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	37	3	20	14	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	7	5	6	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	6	33	13	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	2	21	8	61

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	7	5	6	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	6	33	13	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	2	21	8	61

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	59%	56%	27%	56%	53%
ELA Learning Gains	56%	54%	51%	35%	51%	49%
ELA Lowest 25th Percentile	50%	48%	42%	37%	45%	41%
Math Achievement	49%	54%	51%	17%	47%	49%
Math Learning Gains	71%	52%	48%	33%	47%	44%
Math Lowest 25th Percentile	70%	51%	45%	57%	45%	39%
Science Achievement	59%	68%	68%	0%	63%	65%
Social Studies Achievement	55%	76%	73%	53%	71%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	83 (0)	57 (0)	48 (0)	41 (0)	229 (0)
Attendance below 90 percent	0 (17)	0 (7)	6 (5)	6 (6)	12 (35)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	8 (0)	3 (3)	0 (1)	0 (0)	11 (4)
Level 1 on statewide assessment	21 (37)	21 (6)	18 (33)	10 (13)	70 (89)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	38%	55%	-17%	55%	-17%
	2018	32%	54%	-22%	53%	-21%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	44%	53%	-9%	53%	-9%
	2018	25%	54%	-29%	53%	-28%
Same Grade Comparison		19%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	68%	-16%	67%	-15%
2018	33%	65%	-32%	65%	-32%
Compare		19%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	71%	-19%	70%	-18%
2018	53%	67%	-14%	68%	-15%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	63%	-25%	61%	-23%
2018	20%	59%	-39%	62%	-42%
Compare		18%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	54%	-6%	57%	-9%
2018	24%	54%	-30%	56%	-32%
Compare		24%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	33	55	50	41	69	73		22		82	71
HSP	44	54	54	51	73	75	53	53		90	54
FRL	45	57	54	49	71	75	59	59		92	56
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	3	51	61	12	20	20		38		55	
HSP	31	51	61	23	35	35	42	56		80	53
FRL	30	50	57	22	35	39	46	56		89	47
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	5	24	30	10	45	77		31		58	
HSP	25	35	35	15	32	59		50		88	9
FRL	27	36	43	17	33	60		53		85	9

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	665
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance is ELA Proficiency at 40% proficiency. The contributing factors to this is the limited language proficiency and tier 3 vocabulary acquisition.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component demonstrating the greatest decline from the prior year is the ELA Low 25 from 59 to 50. The contributing factor is the number of english language learners, due to their limited english proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component demonstrating the greatest gap when compared to the state average is Social Studies at a 18 % points difference. The contributing factor is the number of english language learners, due to their limited english proficiency and tier 3 vocabulary acquisition.

Which data component showed the most improvement? What new actions did your school take in this area?

The data demonstrating the most improvement is in the area of Math Learning Gains from 39% to 71%. The school reorganized the teachers assignments, provided intensified instruction, tutoring, and implementation of instructional programs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concerns reflecting on the EWS Data are Previous Year FSA Level 1 and 2 Score in Lang Arts (English) and Previous Year Algebra 1.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

The highest priorities for our school wide improvement in the upcoming school year is ELA Low 25 and ELA Proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If instruction is increased In ELA/Reading, then students' achievement will improve.
Rationale	The practice of aligning learning to standards also helps to ensure higher level of student Rationale achievement, and guides teachers in the process of assessment. Teachers follow standards based instruction to ensure that their students meet the demands targeted.
State the measurable outcome the school plans to achieve	Student achievement in English Language Arts will increase by 5 percentage points to 49%.
Person responsible for monitoring outcome	Stephany Papili (spapili@mccsedu.org)
Evidence-based Strategy	Universal Design, Marzano's Taxonomy, and Webb's Depth of Knowledge will continue to be implemented in order to increase the level of rigor in instruction.
Rationale for Evidence-based Strategy	The practice of aligning learning to standards also helps to ensure higher level of student achievement, and guides teachers in the process of assessment. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Marzano's Taxonomy and Webb's Depth of Knowledge are both scales of cognitive demands to align standards with assessments
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be provided with professional development opportunities pertaining to rigorous teaching and learning. 2. Students will participate in an extended school day focused in ELA, Math. EOC tutorials (120 additional minutes weekly) 3. Implement Achieve 3000 for ongoing progress monitoring in Reading. 4. Ellevation and Imagine Learning in Class for ELL instruction. 5. Ongoing progress monitoring, every 20 days.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

#2	
Title	If instruction is increased in Mathematics (Algebra 1 and Geometry) , then students' achievement will improve.
Rationale	Aligning learning to standards helps ensure a higher level of student achievement, and Rationale guides teachers in the process of assessment, if teachers follow a standard based instructional model to ensure that their students meet the demands of the learning target.
State the measurable outcome the school plans to achieve	Student achievement in Mathematics (Algebra 1 and Geometry) will increase by 5 percentage points to 43%. Algebra 1 will increase by 5 percentage points to 25% and Geometry will increase 5 percentage points to 53%.
Person responsible for monitoring outcome	Stephany Papili (spapili@mccsedu.org)
Evidence-based Strategy	Universal Design, Marzano's Taxonomy, and Webb's Depth of Knowledge will continue to be implemented in order to increase the level of rigor in instruction.
Rationale for Evidence-based Strategy	The practice of aligning learning to standards also helps to ensure higher level of student achievement, and guides teachers in the process of assessment. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Marzano's Taxonomy and Webb's Depth of Knowledge are both scales of cognitive demands to align standards with assessments
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement extended school day on Tuesdays and Thursdays. 2. Implement Carnegie-Mathia Instructional Program 3. Ongoing Progress Monitoring for Algebra 1 and Geometry Topic Assessments 4. Implement HRW for Ongoing Progress Monitoring in Geometry 5. Implement Khan Academy for addition differentiated instruction support. Topic Assessments <p>The delivery of instruction in the classroom as well as standards based instruction and differentiated instruction be monitored during weekly walkthroughs, reviewing student data, and ongoing progress monitoring.</p> <ol style="list-style-type: none"> 2. 3. 4. 5.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

#3	
Title	If instruction is increased in Science (Biology), then students' achievement will improve.
Rationale	Aligning learning to standards helps ensure a higher level of student achievement, and Rationale guides teachers in the process of assessment, if teachers follow a standard based instructional model to ensure that their students meet the demands of the learning target.
State the measurable outcome the school plans to achieve	Student achievement in Science (Biology) will increase by 5 percentage points to 57%
Person responsible for monitoring outcome	Stephany Papili (spapili@mccsedu.org)
Evidence-based Strategy	Universal Design, Marzano's Taxonomy, and Webb's Depth of Knowledge will continue to be implemented in order to increase the level of rigor in instruction.
Rationale for Evidence-based Strategy	The practice of aligning learning to standards also helps to ensure higher level of student achievement, and guides teachers in the process of assessment. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Marzano's Taxonomy and Webb's Depth of Knowledge are both scales of cognitive demands to align standards with assessments
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be provided with professional development opportunities pertaining to: Rigor, ICADS, ELLevation, Gizmos, CIS (comprehension instructional sequence), CER (claim evidence reason.) 2. Implementation of Edgenuity for ongoing progress monitoring. 3. Implementation of District based monthly assessments for Data Driven Instruction.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

#4	
Title	If instruction is increased in Social Studies (U.S.History), then students' achievement will improve.
Rationale	Aligning learning to standards helps ensure a higher level of student achievement, and Rationale guides teachers in the process of assessment, if teachers follow a standard based instructional model to ensure that their students meet the demands of the learning target.

State the measurable outcome the school plans to achieve	Student achievement in Social Studies (U.S. History) will increase by 5 percentage points to 57%.
Person responsible for monitoring outcome	Stephany Papili (spapili@mccsedu.org)
Evidence-based Strategy	Universal Design, Marzano's Taxonomy, and Webb's Depth of Knowledge will continue to be implemented in order to increase the level of rigor in instruction.
Rationale for Evidence-based Strategy	The practice of aligning learning to standards also helps to ensure higher level of student achievement, and guides teachers in the process of assessment. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Marzano's Taxonomy and Webb's Depth of Knowledge are both scales of cognitive demands to align standards with assessments.

Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be provided with professional development opportunities pertaining to: Rigor, unpacking the standards, and ELLevation. 2. Implementation of Prepworks, Topic Assessments, and Unit Tests for ongoing progress monitoring. 3. Tutoring on Tuesdays and Thursdays for instructional reinforcement. 4. 5.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

#5	
Title	If graduation rates increase, then students exhibiting two or more early warning indicators will decrease.
Rationale	Aligning graduation requirements to ensure a higher level of graduation rate and college acceptance.
State the measurable outcome the school plans to achieve	Graduation rate will sustain at 90%.
Person responsible for monitoring outcome	Stephany Papili (spapili@mccsedu.org)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. One on one meetings with guidance counselor minimum once per quarter to review credit history. 2. Parent meetings to review credit history and graduation requirements . 3. Ongoing class grades monitoring and guidance. 4. College and Career Fair for College Applications and requirements . 5. FAFSA Parents Night to guide and assistance through financial aid process.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school's PFEP is attached.

Principal:
 Principal facilitates the implementation of a common vision at our school. This includes the use of data based decision-making, ensuring that the school-based team is implementing MTSS appropriately in consideration of the diverse needs of our student population, conducts assessment of MTSS skills of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents

school-based decision-making and the development of plans affecting our community of students.

Administration (Vice Principal):

Administration team ensures the fidelity of the RtI implementation through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Select General Education Teachers:

Our general education staff provides information about core instruction, encourage active participation, and monitor the process during both the collection of student data and subsequent disaggregation sessions. Additionally they play a major part in the delivery of interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design, develop, and deliver Tier 2 interventions. Teacher led tutorials integrate Tier 1 materials and teaching in addition to Tier 2 and Tier 3 instruction with accompanying lessons and activities tailors these sessions in ways that meet and complement our diverse population of students and their needs.

Instructional Leaders

Instructional leaders will implement, lead, and evaluate school core content programs. They will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student needs and identify appropriate, evidence-based intervention strategies.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

To ensure that the students social-emotional needs of students are being met, the school employs a dean of students, and a guidance counselor to address the counseling, mentoring, and any other guidance services that the student's may need.

Guidance Counselor:

The guidance counselor supports learning through the provision of discussion forums around such key issues as effective program design, through effective assessment strategies and interpersonal relations for our students. The guidance counselor leads many student support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

Dean of Students:

The Dean of Students will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist:

This individual is a key player in the collection of, interpretation, and analysis of data. When called upon, the school psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our assigned district school psychologist develops and maintains psychological analysis through confidential documentation on record in the school's office.

Speech Language Pathologist:

Our contracted speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our middle school is not only housed in the same location as our high school but also serves as a feeder pattern school for our high school; through articulation of students, our students transition from 8th grade to 9th grade. Dual enrollment, Advanced Placement, and Microsoft/Digital Design certification courses are offered throughout our students secondary school years. The Achieve 3000 instructional program is embedded in our students reading classes to further prepare them for College and Career opportunities. The Mexican American Council (MAC) sponsors a group of High School students through a mentorship program. Our students benefit for community involvement and SAT Prep as well as scholarship opportunities.

Principal – Stephany Papili

Jacqueline Sera-Sirven - Federal and State Compliance

Assistant Principal-Mildreis Rieumont

Instructional Leader-ELA - Raquel Mejia

Instructional Leader- SS- Mildrelis Rieumont

Instructional Leader Mathematics-Mildrelis Rieumont

Exception Student Education (ESE) Teacher –Raquel Mejia

Instructional Leader-World Language-Lianet Rodriguez

Instructional Leader-Digital Learning-Ruben Saavedra

Instructional Leader-Science-Wajida Qureshi

Technology Specialist – Marcos Padron

School Psychologist – Brenda Johnson

Speech Language Psychologist – Ms. McCalla

Guidance Counselor (Mental Health) – Abinel Marquez

Dean of Students – Novelette Lindsay

Jila Rezaie - Executive Director

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/Rtl Leadership Team implements the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

- The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services.
- Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
- Administration will also monitor the implementation of Rtl to ensure compliance with intervention and documentation, provide adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
- The Instructional Leader will provide guidance on the K-12 reading plan, facilitate and support data

collection activities, assist in data analysis and provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

- Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.
- The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns

The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, referred to administration/counselor to determine need for further actions including suspensions/expulsions. Based on this data, the school will adjust the delivery of behavior management system.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Opportunities are provided for Miami Community Charter High School students since they are in the middle school. Eligible students may take high school course such as Algebra I, Geometry and Biology in the middle school. Moreover, eligible students are identified to participate in dual enrollment from the summer of ninth grade. These groups of students are guided through our dual enrollment program during their high school years. Due to the higher percentage of ELL students, including the new comers to the country, about 45% of students have reading and English language deficiency. these students are provided with instructional support and several opportunities to take SAT, ACT and PERT to overcome the FSA reading and Algebra I hardship, which often can prevent them from timely high school graduation. MCCS High School students may choose to attend the Digital Design Academy and Microsoft Office Academy with several certificates, which are highly demanded in today's job market.

Our school sponsors the following programs to assist students further:

1. Credit Review Night with Junior class parents- Spring of each year
2. Credit Review Night with senior class parents - Fall & Winter of each year
3. FAFSA nights and private session with parents during the school day. MCCS High School was designated 2016-2017 Florida FAFSA Champion & 2017-2018 Florida FAFSA Challenge 50/50 Club. The school has maintained 100% college acceptance rate in 2015-2016, 2016-2017 and 2017-2018
4. In house college-technical schools fair
5. Several field trips to Post Secondary programs and Universities.
6. An individually tailored student-centered school dropout prevention program.
7. Agape is an inpatient and outpatient mental/behavioral program that assist students with therapy/ counseling. Agape staff comes to our school and provides individual therapy to students referred by the school counselor. The therapist assist students with the emotional/mental needs on a weekly basis.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If instruction is increased In ELA/Reading, then students' achievement will improve.				\$86,830.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	3336	519-Technology-Related Supplies	7058 - Miami Community Charter High School	Title, I Part A		\$10,480.00
			<i>Notes: Achieve 3000 Computerized Instructional Materials.</i>			
	6400	700-Other Expenses	7058 - Miami Community Charter High School	General Fund		\$2,695.00
			<i>Notes: Achieve 3000 Professional Development</i>			
	7730	100-Salaries	7058 - Miami Community Charter High School	Title, I Part A		\$64,800.00
			<i>Notes: Reading Teacher Salary</i>			
	7730	100-Salaries	7058 - Miami Community Charter High School	Title, I Part A		\$8,855.00
			<i>Notes: Paraprofessional Salary</i>			
2	III.A.	Areas of Focus: If instruction is increased in Mathematics (Algebra 1 and Geometry) , then students' achievement will improve.				\$0.00
3	III.A.	Areas of Focus: If instruction is increased in Science (Biology), then students' achievement will improve.				\$0.00
4	III.A.	Areas of Focus: If instruction is increased in Social Studies (U.S.History), then students' achievement will improve.				\$0.00
5	III.A.	Areas of Focus: If graduation rates increase, then students exhibiting two or more early warning indicators will decrease.				\$0.00
					Total:	\$86,830.00